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ing for ideas and a fury for imparting them. The fine art of living is still desirable. None of the basic principles of democratic education have died from shell shock. Even our heroes in khaki have never lost sight of the ideals which inspired them to pursue their studies which were interrupted by the war. They postponed their education to perpetuate their ideals of education; and even the business of war has not prevented many of them from seriously pursuing behind the trenches their educational aims. They laid aside their books at home merely to defend the very institutions that are now assailed.

The trouble is that those who would anarchize English do not realize that war is not natural with us, and that these are not normal times. If they would inquire into the matter, these zealots who profess to be shrieking for the salvation of their country's education would find that it is already undergoing far-reaching preparation to atone for the insufficient education which our soldiers have suffered in our emergency.

There are, to be sure, weaknesses in our present English program; but the Committee on the Reorganization of English has, under federal patronage, approached these weaknesses with greater wisdom and fairer promise than those radicals are likely to show by their policy of overthrowing our present policy. A wise seaman, when he finds his vessel listing, will trim it by shifting the weight, or if the vessel is overloaded he will carefully discard what is least essential. At any rate, he does not rock the boat till craft, crew, and cargo are likely to be capsized.

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SPEECH TRAINING FOR TELEPHONE OPERATORS

Professor John J. Clapp, of New York City, spoke enthusiastically in a recent address of the speech training given to the telephone operators of that city. The object of this training, of course, is chiefly clear enunciation and has little or nothing to do with the higher refinements of intonation, vocal culture, and the like. Professor Clapp went so far as to recommend that teachers of English should be given a similar training, feeling that great benefit would result to the teachers as individuals, and thereby to the community at large. Any observant person would readily agree with what he said about the great need for improvement in our slovenly American pronunciation. The method which he proposed, however, was ludicrously inadequate.

In the school for telephone girls which he advised the teachers of New York to attend, and the methods of which he advised them to imitate, this is what, according to his report, is actually done: A small number of sentences are given to the girls to memorize, and they are required to repeat these few sentences over and over until they can enunciate them clearly. In defense of this method Professor Clapp said that the vocabulary of the average American is very small anyway, and that the influence of a small number of sentences correctly and clearly pronounced is bound to work for good upon one's entire speech. Now there is no doubt that this method may serve its turn very well in the place and under the circumstances for which it was devised, but when Professor Clapp advises the teachers of New York City to imitate these methods in their classrooms he is applying the method to a set of conditions for which it is not fitted.

Being interested in what had been said in this address, I attended one of the telephone schools in New York in order to see for myself just what was being done there. I find that the girls are given a set of numbers and taught to repeat those numbers very clearly. Eight or ten sentences very frequently used over the telephone are similarly drilled in. This is the whole of their speech training. Perhaps it is sufficient for the purpose immediately in hand, but a child could see that all this is purely external, treating the symptom.

In the schools, where the American speech of the future is being shaped and determined, we need to do very much more than this. Above all we need to see clearly that the speech problem is one of psychology, and that all effective speech training must deal with a psychological background. Only this training of the speech mind can produce the higher and persistent excellences of speech for which every true teacher ought to be working. Speech that is beautiful, intelligent, intelligible speech, that gives the listener a real aesthetic pleasure, cannot be secured by any such surface cultivation as that which Professor Clapp advocates. The deep-lying instincts out of which cultivated speech issues are to be deeply implanted.

The development of the aural memory and of the capacity to reproduce things heard, the deepening and broadening of the entire emotional nature, the vivification of the visual memory, and many other intricate and extensive phases of education are necessary to the production of cultured speech. Those who suggest easy short cuts are always popular for a time because they appeal to the indolence natural to us all, but they

do not retain their popularity when their nostrums have been tried and found wanting.

In conversation with the teachers of these girls I discovered that the pupils did not even improve in the clearness of their own general speech. They had learned simply to overcome the natural slovenliness of their pronunciation while they sat at the switchboard. Nothing of this sort, certainly, deserves the high and fine name of education, and certainly nothing of this sort should be imitated by the teachers of New York or of any other city.

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